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Students exposed to guidance are less likely to drop out of school, better off academically and more likely to adjust well to school. The purpose of this bulletin is to serve as an aid to the counselor and the teacher attempting to strengthen the guidance services offered in the elementary school. Suggestions for an elementary school program are provided.

There is a need to develop guidance programs structured distinctly for the elementary level and based on certain basic principles. Elementary pupils have specific problems such as laziness or shyness; there are particular solutions for these difficulties.

Every elementary school should formulate objectives for its guidance program. Essential factors for initiating or extending guidance programs in the elementary school are discussed briefly; suggested activities of staff members are outlined.

Three typical guidance programs in Indiana elementary schools are cited and explained.

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GUIDANCE IN ELEMENTARY SCHOOLS

DEC -- 1963

by

Bruce Shertzer and Rolla F. Pruett

Bulletin No. 247
September, 1961
William E. Wilson
State Superintendent
of Public Instruction

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GUIDANCE IN ELEMENTARY SCHOOLS

Bulletin No. 247

by

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September, 1961

Foreword

Truly in today's world with all its complexities and rapid technological changes, more and strengthened guidance services are imperative for our school youth. These services can't be started too early in an individual's life or extended too far. Various research studies have revealed that students who have been exposed to guidance are less likely to drop out of school, more likely to work up to their abilities, more likely to adjust well to school, and more certain of their academic subject choices.

Rapid technological advancements have been instrumental in bringing about a complete metamorphosis of our educational program. Our youth must take inventory of themselves in order to understand their strengths, weaknesses, interests, aptitudes, and abilities.

Guidance services at the elementary level are rather limited in most schools; therefore, the classroom teacher must play a most important role in extending certain services to these youngsters. This influence that the teacher has on these elementary pupils has a direct bearing in shaping the personality and behavior patterns of these youth.

If environment plays the important part in molding an individual, then consider the importance of the school environment where days, months, and years of a person's life are spent.

One of the secrets of a full, satisfying, and successful life is to have ample supply of the ingredient called self-confidence. The time to perfect this is at the early and formative years. Accentuating the positive instead of the negative often means the difference between success and failure.

The primary purpose of this bulletin is to serve as an aid in helping the counselor and the teacher strengthen the guidance services offered to the pupils in the elementary schools.

William E. Wilson
Superintendent of Public Instruction
September, 1961

Preface

Educators are increasingly moving toward providing guidance services in an organized program to elementary pupils. Local, state, and national influences have had combined and cumulative effects in bringing to the attention of school people and the public the necessity for such services at this level. But, what will be the nature of such a program? Will it be similar to the guidance services provided at the high school level? What will be the role of the guidance specialist at the elementary level? What will teachers do in such a program? What about the role of the elementary principal? Will individual counseling be similar to that which is conducted in secondary schools? Answers to these and other questions are being increasingly sought. The writers have made some tentative suggestions based on their work and the sparse literature in the field.

The major aim of this bulletin is to provide some suggestions for an elementary school guidance program. Space limitations do not permit a detailed treatment of the topics, but it is our hope that Indiana school officials will pursue some of the "leads" suggested and will make known their results.

We are grateful to our professional and personal colleagues who have made contributions to this bulletin: Mr. Albert Leep, Principal, Burtsfield School, West Lafayette, Indiana; Mr. Robert Byrn, Administrative Assistant, New Albany-Floyd County Schools; Mr. Merrill Dailey, Director of Guidance and Testing, New Castle, Indiana; and Dr. Dayton Mussellman, Director of Guidance, Fort Wayne, Indiana.

Bruce Shertzer
Rolla F. Pruett

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Chapter 1

The Guidance Function in the Elementary School

A number of striking changes characterized the evolution of education during the last twenty years. Progress toward the American dream of equal educational opportunity for every young person has been steady. National concern is now focused on conserving human talent. Exciting advances are being made toward tailoring classroom activities to fit individual differences among students. Human knowledge has grown so rapidly—geometrically in many technological areas—that new and better ways are constantly being devised and tested to help us all learn better and faster. A refreshing willingness to experiment is beginning to permeate many of our schools. Programs that would have received scant attention twenty years ago are being tried out in hundreds of schools, and those that prove practical and beneficial will be retained for the betterment of all pupils.

Another development—and a very important one—is the increased attention given to the personal life and adjustment of the pupil. To serve this need, the guidance function in our schools has developed and progressed from a narrow restriction to the secondary level of education to a wider scope including the elementary and college levels.

Vantage Point for Guidance

The elementary school is in an advantageous position to provide guidance services which will conserve the learning potential of our nation. At least three characteristics of its organization, administration, and student body composition facilitate the optimum development of an organized guidance program. One such characteristic of the elementary school which facilitates the development of the guidance program is the continuous contact among parents, children and teachers. Parents and teachers at this level are in closer personal association than at any other school level. Parents of elementary level pupils are seemingly more willing and better able to spend more time in the school than they are at any other level; perhaps this is because elementary students are more overtly willing to accept them in the school situation than junior and senior high students. This close contact between teachers and parents is necessary if effective guidance is to become a reality.

A second feature of the elementary school that places it in an advantageous position for guidance services is the younger age levels of its pupils. The earlier problems of children can be identified, the easier it is to alleviate or remove the problems; thus, the younger age levels of elementary youngsters facilitate earlier identification of problems. If care and treatment can be initiated earlier, maladjustment and other problems have less opportunity to become extended and intensified. Elementary pupils' behavioral patterns are more amenable to change

in that they can make adjustments in less time than they could if their difficulties and problems were allowed to go unattended.

A third advantage to providing guidance services in the elementary schools is that elementary teachers work consistently with one group (25 to 30 pupils) for the complete school day and thus are able to see their pupils in many varied situations and relationships. This more prolonged and closer relationship between elementary teachers and pupils provides the sensitive teacher with an opportunity and responsibility to know pupils' needs, problems, strengths and weaknesses. As a result she is in a unique position to utilize the school's program, staff and resources toward helping her pupils.

Changes in Guidance

The nature of guidance has had many directions and many changes since its advent as an organized movement in 1908. Its founding "father," Frank Parsons, opened the Vocational Bureau of Boston in that year with emphasis on job placement and occupational information. In the years since then, there have been significant changes in the concepts and scope of guidance. One such change in the *concept of guidance* has been a movement away from exclusively vocational guidance toward a wider base of concern with all the *normal* problems of youth—problems such as school achievement, health, social and emotional adjustment, and knowledge of abilities, weaknesses and strengths. Many writers are urging that guidance change from a remedial function in which children are helped after they have a problem to a preventive function designed to keep children from having a problem. Peters and Farwell[1] speak of a developmental function in which guidance is concerned and designed to maximize growth of students in all areas of human development.

Another change has been in the *role of guidance* in the school. Guidance has changed from a specialized service added on to the regular school program to an integral part of the total school program. Educators now view the total school as providing three basic services—administration, instruction, and pupil personnel — in an inclusive, related program.

There also has been a change in the *concept of who is to perform guidance services.* In the early guidance movement, almost total responsibility for the program was placed on the school counselor. Within the last fifteen years or so, however, educators have recognized that every professional member on the school staff has an essential guidance service to perform; that for the program to be effective, every member of the faculty has a responsibility and an involvment in guidance. Each person must fulfill his differential role for guidance to meet its objectives.

A change in the *province of guidance* has evolved within the last ten years. In the early days of guidance, organized programs in ele-

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[1] Herman J. Peters and Gail F. Farwell, *Guidance: A Developmental Approach* (Chicago: Rand McNally and Company, 1959), pp. 1-30.

mentary schools were rare, because elementary pupils had no career or college choices to make, and because it was thought that problem children could usually be cowed, coddled, or cajoled into submission by the teacher or principal.[2] Guidance services are no longer restricted to the later years of secondary schools. It is becoming increasingly recognized by modern educators that guidance services are needed, and must begin, in kindergarten and must be carried on throughout the student's educational career.

Elementary Guidance Defined

All of these changes in the concept and the scope of guidance have implications for those who are responsible for elementary education. What is to be the nature of guidance in elementary schools?

Elementary school guidance is defined as an organized pupil personnel program utilizing the methods, viewpoints, services, and resources of professionally prepared personnel that contribute specifically to the emotional and social well being of pupils. Elementary school guidance is an *organized program* in that it is planned for and integrated within the school. Within this organized program, use is made of *methods* of aiding the pupil that include identifying the needs of elementary pupils and providing assistance for these needs. The *view point* of guidance includes the assumptions: (1) that there are individual differences among students, and that it is desirable in a democracy to cultivate the uniqueness (differences) of each individual; (2) that each pupil is a person in his own right; and (3) that learning (growth) is initiated at the level where we find the individual pupil, not at some hypothetically established level.

The *services* include those of orienting pupils to the school, counseling, testing, conferring with teachers, parents, and other specialists, and referring pupils to agencies, organizations and specialists that can better aid in the pupils' development than can the school.

Resources include the school's health personnel, speech and hearing therapists, psychologists, remedial and developmental reading specialists, teachers and community and state organizations such as psychiatric, welfare, and delinquent agencies.

Professionally prepared personnel include alert and sensitive teachers, professionally certified school counselors, and able administrators who give leadership and support to the program.

Growth of Elementary School Guidance

Martinson and Smallenberg[3] cite three studies which reflect the growth of guidance programs in elementary schools.

> One, made in 75 selected cities in the United States in 1928, showed that at that time, only 16 cities reported a definite counseling system in their

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[2] "Roles of Guildance Workers in the Elementary School," *SRA Guidance Newsletter,* Science Research Associates, Chicago, Illinois, November, 1960.

[3] Ruth A. Martinson and Harry Smallenberg, *Guidance in Elementary Schools* (Englewood Cliffs, N. J., Prentice-Hall, 1958), pp. 12-14.

schools. Only six cities reported counselors in individual schools.[15] Another, involving the guidance practices of 70 cities in the United States with populations over 100,000 (1930 census) revealed that only 23 elementary schools of 62 that participated in the study reported any personnel responsible for pupil work.[16] These local schools were in districts that, because of their size, might logically be expected to provide special services. The figures in Table 2-1 show the tremendous increase in guidance personnel in one county during a recent ten-year period, and attest dramatically to the growing importance of these services at the elemetnary level.[17]

Table 2-1

Elementary Guidance Personnel

		Directors	Counselors	Psychologists	Psychometrists	Total
1944	Full-time	4				
	Part-time	1				
	Total	5				5
1954	Full-time	32	71	13	21	
	Part-time	0	1	11	3	
	Total	32	72	24	24	152

The thirty-fold increase in guidance personnel in Los Angeles County elementary schools is significant, too, in view of the fact that a state-wide survey in 1948 served to locate only one hundred such persons throughout the entire State of California.[18]

Growth is indicated further through contrasting the Rosecrance study . . . . with one published in 1953.[19] The National Association of Guidance Supervisors and Counselor Trainers, in co-operation with state departments of education, surveyed 611 "typical" schools in 19 states and found that approximately one-third had guidance services in some form, although the services as shown in Table 2-2 were limited. The interest in extension of guidance services is also shown, with 18.9 per cent desiring more visiting teachers, 24.4 per cent more counselors, and 46.2 per cent seeking more services from school psychologists.

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[15] Lillian G. Gordon, Summary of Findings of a Questionnaire on Elementary School Counseling, issued by the Pasadena, California City Schools, January 31, 1929. (Mimeographed)

[16] Francis Chase Rosecrance, "The Organization and Administration of Personnel and Guidance Services in Large City School Systems" (Doctor of Philosophy dissertation, School of Education, Northwestern University, 1936).

[17] Los Angeles County Superintendent of Schools, Division of Research and Guidance, Mimeographed Bulletin #183, April 30, 1954.

[18] Ruth Martinson, "The Elementary School Counselor in California" (Doctor of Education dissertation, School of Education, University of California, Los Angeles, 1949).

[19] National Association of Guidance Supervisors and Counselor Trainers, "A National Study of Existing and Recommended Practices for Assisting Youth Adjustment in Selected Elementary Schools of the United States" (Ann Arbor, Michigan: Ann Arbor Publishers, 1953), pp. 13-14.

Table 2-2

Per Cent of Schools with Guidance Personnel

	Visiting Teacher	Counselor	School Psychologist
Services Available	34.7	32.8	32.8
Full-time	7.3	6	3
Half-time	5	3.6	4.3
Less than half-time	34	25.1	25.5
Per Cent of Desired Increase in Guidance Personnel			
Services Desired	18.9	24.4	46.2
Full-time	8.1	10.4	7.7
Half-time	8	22.9	9.8
Less than half-time	10	2	28.7

Elementary and Secondary Guidance Compared

Even though many agree that there is a need for guidance in the early stages of a child's development; there is little agreement on what constitutes a good guidance program in elementary schools. It is difficult to formulate hard and fast rules because children's needs and local needs differ from school to school.

Regardless of educational level, however, the following practices of guidance apply:

1. All functions of guidance are pointed toward the improvement of the personal welfare of the pupil;
2. Teachers are the first level of resource persons for guidance in that, through their classroom activities, they have continuing and daily contact with pupils;
3. Those concerned with the guidance function must plan together so as to coordinate all possible knowledge and specialized skill; and
4. Specialists (counselors and psychologists) are needed to apply their skills and training to help teachers understand better the pupils and their needs.

It is natural to expect considerable similarity between the basic general concepts of guidance at the elementary and secondary levels of education. These basic guidance concepts—such as respecting every pupil as an individual in his own right, fostering and nurturing responsible self-direction for every person, and encouraging every person to develop the capacity to make decisions that confront him—ought to prevail no matter what the level of education, inasmuch as they are part of the democratic faith by which we live.

But what differences between the elementary and secondary school guidance program should one expect? Esther Lloyd-Jones states: "Elementary school guidance must be defined in new terms, broader than the student—student—service oriented ones that customarily characterize other levels of guidance work."[4]

[4]Esther Lloyd-Jones (ed.), "Organizing for Guidance in the Elementary School," *Teachers College Record*, May, 1957, p. 63.

Clear distinctions between guidance at the two levels have not been made by the many textbooks, journal articles, and educational booklets and bulletins read and reviewed by the authors. The following comparative chart of differences in guidance at the two school levels is based primarily upon those noted by Kowitz and Kowitz,[5] Detjen and Detjen,[6] Cottingham,[7] Martinson and Smallenberg,[8] Barr,[9] and the New York City Board of Education, Bulletin 13.[10]

CHART I

COMPARISON OF ELEMENTARY AND SECONDARY GUIDANCE

Factor	Elementary	Secondary
Counselor's contacts	Conducted chiefly with teachers and parents	Much greater contact between counselor and individual students
Pupil appraisal	Greater stress on teacher or counselor centered instruments	Greater use of self-reports or pupil centered instruments
Personnel	Considerable reliance on the teacher to perform all guidance services	Total reliance upon teachers not so clearly indicated
Vocational guidance	In general, less emphasis placed on vocational guidance: some concern for teaching favorable attitudes toward dignity of work, learning about workers in the community	Considerable emphasis placed on occupational planning, selecting an occupational field, specific information for school leavers, job hunting and interviewing techniques, college planning
Follow-up services	Follow-up services mainly those within the school subjects	Follow-up services of student placed within and without the school
Counselor-pupil ratio	One full-time counselor for every 600 pupils	One full-time counselor for every 250 pupils
Cost of guidance programs	Approximately $10.00 per pupil per year[11]	Approximately $20.00 per pupil per year[11]

The writers believe that guidance in the elementary school cannot be a "warmed over" high school guidance program. There are certain

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[5] Gerald and Norma G. Kowitz, *Guidance in the Elementary Classroom* (New York: McGraw-Hill and Company, Inc., 1959).

[6] E. W. and M. F. Detjen, *Elementary School Guidance* (New York: McGraw-Hill Book Company, Inc., 1952).

[7] Harold Cottingham, *Guidance in the Elementary Schools* (Bloomington, Illinois: McKnight and McKnight, 1956).

[8] Martinson and Smallenberg, *op. cit.*

[9] Joseph Barr, *The Elementary Teacher and Guidance* (New York: Henry Holt and Company, 1959).

[10] New York City Board of Education, *Guidance of Children in Elementary Schools,* Curriculum Bulletin, Number 13, 1956.

[11] Note: These cost estimates are clearly out dated when one considers one full-time counselor for every 300 students. A counselor's salary estimated at 6,000 will alone be $10.00 per pupil.

features of the elementary school that make it unlikely that a complete or even a slightly modified high school guidance program will succeed as an elementary school guidance program. One of these features is the fact that pupils in the elementary school do not have a choice of educational programs. Their educational fare is required, and required for all, leaving them with almost no decisions to make about their subject matter. When the curriculum is differentiated, such as with reading groups, the elementary pupil is told the group to which he will belong. A second feature of the elementary school is that the elementary school counselor encounters more (at least numerically) pupil problems bound up with or derived from the learning process than does the secondary school counselor. Because the elementary school is deeply concerned with teaching certain skills—reading, speaking, writing, numbers, etc.—its pupils encounter many problems of a scholastic nature than do pupils in the secondary school where the purposes of education are more general.

The elementary guidance program must be planned specifically with the elementary school in mind. The program's guidelines for planning will be the school's organization and administration and the age levels of its pupils. The trained personnel—counseling specialists—will need extensive training and experience in child development, pre-adolescent behavior, learning theory, and the psychological and sociological bases of counseling.

Elementary school counselors will spend a greater proportion of their time consulting with parents and with teachers than will high school counselors. Their referrals from teachers will be pupils whose problems will necessitate skill and insight into learning behavior and the psychological and sociological causes or bases of problems confronting students.

Principles of Elementary School Guidance

There are certain principles which must underlie the organization and the working relationships of a successful elementary school guidance program.

First, *the guidance function in the elementary school must be planned.* If it is assumed that every teacher does all of the guidance work and that a formalized or organized program of guidance is not needed, there is a good possibility that little guidance will actually be accomplished. Guidance, like administration and instruction, must be well planned. It must have design and purpose. Guidance planning must include the establishment of objectives for each year and for future years. Means of attaining these objectives must be planned and made operational, and assessment and evaluation must follow.

Second, *the guidance program in the elementary school must have articulation with the junior and senior high school.* Close working relationships between the elementary guidance workers and those of the secondary school are needed in such matters as the maintenance and transfer of pupil records, test materials and continuity of pupil-counselor contact.

Third, *elementary teachers have guidance responsibilities and obligations to perform.* As the elementary teacher pursues her daily schedule, she has numerous contacts with each pupil. Through these contacts she is able to recognize difficulties and problem areas, and to assist in the solution of these problems. She can refer to specialists those pupils whose problems would consume more time than she has available, or whose problems require skill or specialized knowledge beyond her level of guidance competence. She can draw upon the counseling specialists for consultation and for suggestions for dealing with complex problems.

Fourth, *teachers must refer those pupils whose problems are beyond their level of competence.* For this reason, counseling specialists are needed in the elementary school. Counselors possess certain abilities and skills which enable them to work effectively with both individuals and groups. Some educational authorities believe the immaturity of elementary pupils precludes individual counseling because the counseling process places heavy emphasis upon the ability of the counselee to verbalize his feelings and his attitudes. The authors contend that trained counselors who have a background in child developmental and learning theory *can* do counseling with elementary youth. At this age level, pupils have less reluctance to discuss with others their problems and how they think and behave as they do. In addition, the counseling specialist—through his specialized training and experience—is a resource person for the teacher for methods of dealing with children who have problems within the regular classroom.

Fifth, *administrators must give support and leadership to the guidance function.* Unless administrators of the school support and give leadership to an organized guidance program, little more than a casual approach is likely to be evident in the school. Support must be present in three respects: one, the administrator must have a consistent and favorable belief in the importance of the guidance function; two, he must be willing to give financial support for personnel, physical facilities, and materials that are needed in guidance; and three, he must provide leadership in the policy-making decisions for the program. As in all other matters, the attitude the administrator takes toward the guidance program establishes a "tone," which may result in success or failure in the guidance of elementary children.

Sixth, *guidance is not just for "atypical pupils."* Too often, teachers, and adminstrators, and counselors conceive of guidance as for those pupils who have behavioral or discipline problems, or for "low ability" students, or for "slow learners." One of the criticisms presently being leveled against many counselors, both elementary and secondary, is that too much of their daily work schedule is devoted to students of this type and not enough of their time is spent working with other students—the bright, the minimally motivated student, and the "average" student. All elementary children have problems and require help in the course of growth. Many children can and do blunder through developmental tasks without such help, but it is generally recognized that children are better off with the aid of mature, understanding teachers and counselors. James S. Plant, in *The Envelope*, states: "Will

it not be a glorious day when adults generally look upon bothersome children as individuals who are trying to solve problems instead of individuals who are trying to be problems?"[12]

Seventh, *guidance must be based on adequate and accurate objective and subjective data or information.* If we accept as a goal of elementary guidance the furthering of the social and emotional well-being of pupils, then obviously our understanding of pupils and our success with them depends upon the collection and use of adequate and accurate data. Interpretations and application of data gathered from many sources—tests, observations, anecdotal records, questionnaires, interviews, rating scales, cumulative records, surveys, sociometrics—require skill, training, and insight of teachers and counselors. The more specialized the data become, the greater the need for skilled counselors to help interpret and apply such data.

Quite often, objective data such as test results are overdepended upon because of their convenience and availability. Information obtained through other means such as rating scales, anecdotal records, and interviews can also supply the teacher and counselor with valuable data. For example, results of tests of scholastic aptitude and tests of achievement do not furnish the teacher and counselor with information about a pupil's reaction to success in the classroom or to his failure on the playground. But this kind of information is vital to understanding fully and helping the pupil, and can be obtained through means other than tests. Through the collection, interpretation and application of accurate and adequate data, teachers and counselors can understand pupil actions and recognize and help those who have problems.

Eighth, *guidance is concerned with causes as well as with symptoms.* Symptoms (e.g., underachievement) frequently do not reveal the basic causes of maladjustment. In some cases, an underachiever may have his behavior modified for a time by a teacher simply because the pupil knows the teacher will not tolerate incomplete work and poorly done assignments. But, if only the outlet for, or expression of, the behavior is changed with no attempt to discover and treat the cause of this behavior, the pupil will retain the need and will find a similar inappropriate outlet for expressing his behavior. Once causes of behavior have been discovered, plans can be developed to encourage more appropriate behavior—behavior based upon the satisfaction of a pupil's needs at a given time during his development. It is through this concern for causes that guidance can be of most help to teachers.

Ninth, *no single technique of guidance or of counseling is effective in all situations or in all conditions.* Careful selection of methods of dealing with a particular case must be based on the dynamics of the case. The competent counselor knows that he must continuously examine and evaluate each case and adapt his methods on the basis of his understanding of and insight into the data confronting him. What works with one person in one situation may not be productive in another case.

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[12] James S. Plant, *The Envelope,* (New York: Commonwealth Fund, 1951), p. 248.

Summary

The elementary school has certain characteristics that facilitate the development of a distinct guidance program. Guidance has changed in its concepts, in its role in the school, and in its province. These changes hold implications for elementary school personnel. Guidance programs in elementary schools are becoming more common, but there is a need to develop such programs structured expressly for the elementary level and based on certain basic principles.

Chapter 2

Elementary Pupils: Their Problems and How They May Be Helped to Solve Them

Provide for the maximum growth and development of each child, take account of individual differences, provide for the whole child, meet the emotional needs of the children, and understand the child: these are maxims of the modern school in its concern for appropriate emotional and social growth for the child as well as for intellectual learning.

The modern elementary school is in a favorable position to provide guidance services for its pupils with the teacher in a very important role. She receives the children at a formative period of their lives and she has them for most of the day. The elementary school teacher with a good understanding of guidance is able to help children who have learned incorrect patterns of behavior to correct these patterns. She can best do this in a warm classroom atmosphere in which children are comfortable.

The Needs of Children

A guidance oriented teacher is concerned with helping each of her pupils achieve success in relation to the pupil's particular pattern of past experiences and present problems. She will recognize basic needs that are common in all children. Maslow[1] explains that human needs arrange themselves in hierarchies of pre-potency. That is, the appearance of one need usually rests on the prior satisfaction of another, more pre-potent need. Also, no need or drive can be treated as if it were isolated or discrete; every drive is related to the state of satisfaction or dissatisfaction of other drives. The basic needs are: physiological, safety needs, love needs, esteem needs, and self-actualization.

Maslow's study of needs is just one significant study that has been made. Louis Raths at the Ohio State University identifies eight common needs. A guidance instrument, *The Wishing Well*, was used, and Rath analyzed the responses of children. The eight needs as presented by Rath are: (1) the need for a sense of belonging; (2) the need for a sense of achievement; (3) the need for economic security; (4) the need for love and affection; (5) the need for freedom from fear; (6) the need for freedom from excessive feelings of guilt; (7) the need for a share in making decisions; and (8) the need for personal integration of attitudes, beliefs, and values.[2] The satisfaction of needs must be met

[1] Abraham H. Maslow, "A Theory of Human Motivation," *Psychological Review*, 1943, pp. 50, 370-396.

[2] Louis A. Raths and Lawrence Metcalf, "Instrument for Identifying Some Needs of Children," *Educational Research Bulletin*, XXIV (October 17, 1945), 169-177.

by each individual according to his unique pattern. Learning may be inhibited because some of these needs may not have been met or adequately satisfied. Children whose needs have not been gratified may present problems of maladjustment.

The Teacher and Malajustment

The guidance oriented teacher is able to identify problems of maladjustment. In elementary schools which have the services of a modern trained guidance worker, or teacher-counselor, almost every teacher in the school is able to function better in the guidance of her children. The teacher and the guidance worker work together to understand better and help each individual child.

The teacher and counselor who make a determined effort to study children as individuals and observe children's behavior learn that behavior is caused. The child's background, home environment, associates, and fulfillment of needs are all significant in the child's actions:

> Children's feelings come to school. In one way or another their feelings about themselves, their friends and their parents accompany children wherever they go. The feeling may not be expressed verbally, but the adage, "Actions speak louder than words," provides a cue to understanding what the child is trying to convey. It is through behavior that feeling may best be detected.[3]

A study by Wilkinson and Ojemann provides evidence that supports the hypothesis that "If adults attained a better understanding of the background, attitudes, feelings, worries, and concerns of the children they supervise they would be able to work more effectively with them."[4] *Education,* Vol 8, pp. 143-147.

In Lindgren the "surface approach" to children's behavior is contrasted with Ojemann's "casual approach" and reviev/ed in terms of classroom behavior of the teachers.

Surface Versus Causal Approach to Behavior

Surface	*Causal*
1. The teacher responds to the *what* of the situation in an *emotional* way.	1. The teacher responds to the *why* of the situation *objectively.*
2. The teacher does not appear to think of the causes of behavior when he a) responds to the *action* rather than to the reason for the action.	2. The teacher appears to be thinking of the causes of behavior when he a) runs over *possible reasons* in his mind for the action.

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[3] Helen Gillham, *Helping Children Accept Themselves and Others* (New York: Bureau of Publications, Teachers College, Columbia University, 1959).

[4] F. R. Wilkinson and R. H. Ojemann, "The Effect on Pupil Growth of an Increase in Teacher's Understanding of Pupil Behavior," *Journal of Experimental*

Surface	*Causal*
b) labels behavior as "good" "bad," etc.	b) seeks the meaning of the behavior and avoids snap judgments as hasty interpretations.
c) makes *generelizations* to apply to every situation, e.g., "all boys are like that."	c) searches for *specific* and concrete *clues* derived from details of the behavior.
	d) *Varies* the method; uses a tentative testing or trying out approach, e.g., will try other ways of dealing with a situation if one does not work. In seeking for a solution takes into account motivating forces and particular method used.
3. The teacher does not take account of the multiplicity and compexity of causes.	3. The teacher thinks of *alternative explanations* for a behavior. a) the proposition that behavior has many causes may be elaborated as follows: 1) the same cause may result in a variety of behaviors. 2) a variety of causes may result in similar behavior.
4. The teacher fails to take into account the *later effects* of the technique employed, but assumes the effects.	4. The teacher *checks for the effects* of the method he employs, and considers its effects before using it.
5. The "surface" approach is characterized by a rigidity of techniques—essentially static.	5. The "causal" approach is characterized by a flexibility, a tentativeness, a trying-out technique, which accommodates new information as it is accumulated—essentially dynamic.[5]

A child's behavior is the result of environmental factors interacting with his goals. The teacher or counselor who ignores the problems of

[5] Henry Clay Lindgren, *Mental Health in Education* (New York: Henry Holt and Co., 1954), pp. 6-7. As cited by R. J. Tasch, "Use of Causal Approach in Daily Relations with Children," in R. H. Ojemann, Study of the Effect of a Teaching Program in Human Behavior and Emotion Development in Children of Different Age Levels and Backgrounds. Unpublished, mimeographed paper, State University of Iowa, 1952. Reprinted by permission.

students cannot possibly expect maximum scholastic progress. Behavior is the on-going and resultant action that comes from learning about one's self and adjustment or non-adjustment in varying degrees to those with whom we come in contact. It is important that the teacher be cognizant of the causes of behavior so that she may better identify problems and make referrals to a counselor or other specialists.

Classroom Behavioral Problems

In the elementary school the guidance function revolves around the teacher. Therefore, the identification of the following problems will be through her direct observation. These behavior patterns may be thought of as symptoms. The teacher who has learned to interpret behavior in terms of the needs which it satisfies and the thwartings for which it compensates is certain to be more successful in understanding pupils than the teacher who interprets pupil behavior as due to laziness, stubborness, obstinacy, or stupidity.

Shyness and Withdrawal

"Lorraine is such a sweet child. She is so quiet and she does her work and never bothers anyone. She is one of my best pupils." Lorraine may not be a problem to the teacher, but she may be a problem to herself. So often, the shy, withdrawn child is completely forgotten because he or she is no problem to the teacher. Only when the child is called on and reticent to answer questions or take part in class activities does shyness or withdrawal interfere with classroom activities. The shy child is frequently a lonely child. He seems unable to mix with other children and to enjoy himself in their company, but hangs back on the fringe of activities. During recess, he attempts to remain inside or else stands around by himself watching the others play.

At home he may prefer not to go out and play with other children. He is usually quiet, solitary and sometimes friendless. Some shyness or withdrawal may be due to a lack of physical strength or aptitude. Failures in skill and motor co-ordination of the child measured against parental attitudes and wishes of those of peer-group associates often contribute to this behavior. The frail child may associate with peers who are much further adanced physically, and their aggressiveness may be a force contributing to excessive shyness or withdrawal. Rejection or deprivation may cause shyness. Withdrawal may be regarded as a child's retreat from a tiresome or even intolerable situation.

The teacher and the counselor can do a great deal to help the shy or withdrawing child when the underlying cause of the trouble is discovered. A child who is awkward at sports, for example, is the object of teasing and ridicule. His self concept may become one of a weak, peculiar, and different individual. This is an unpleasant image, so, by withdrawal, he avoids reminder of it. Girls are usually very conscious of physical unattractiveness or disabilities, such as protruding teeth, large ears, and birthmarks. A child may be extremely sensitive about his economic background and social talents. A poor home and inability to make friends or to feel at ease in a social gathering may cause feelings of insecurity.

The most important single thing for the teacher and counselor to do is to make sure that the child achieves success in a fair proportion of his tasks. This, of course, is not an easy process. Children who are always last in everything they attempt cannot be expected to have healthy personalities. The shy and withdrawing child has to be taught how to enter into social activities. This, does not mean that the teacher or counselor should force the shy child into activities, but rather they should search for activities in which the shy child may be interested and have some success in his participation. Once the child begins to take an interest and meets with success he may become more eager to participate.

Loneliness

By using sociometric devices we can check for another type of behavioral pattern. This is loneliness. If a child is always on the fringe of a group and is never a group member, he should be given help since his need to be part of a group or to belong is not being met. Before the teacher and counselor jump to any conclusions, they should consult to find the cause of the child's loneliness.

Daydreaming

All children daydream at times. Some children daydream because they lack anything more interesting to do. In others daydreaming represents a kind of escape mechanism and indicates an inadequacy to cope with the work of the class. Sometimes a child will daydream because he is dull, is overgraded, or for some reason finds the work too difficult, His attention will fly to something else when it is not held by the activities of the classroom.

Bright children may be among those who fail to give rapt attention in class. They may see at a glance the answer to the problem which has been presented. A bright child may be "miles away," but he may be thinking of some important problem.

When children withdraw from situations and take refuge in their own fantasies, they are probably attempting to satisfy some basic, but neglected, need. Fantasies become more absorbing and satisfying than reality with its problems. Children learn to give the appearance of activity even though they are daydreaming.

The positive and constructive approach of the teacher and counselor is to discover the cause for daydreaming. Excessive daydreaming may be caused by the school or home situation. Parents who are unsympathetic, harsh, and constantly nagging frequently bring up sensitive children who demonstrate this type of behavior.

Difficulties and failures at school may lead a child to seek satisfaction in his daydreams. Usually daydreams are a form of wishful thinking. If the child is able to talk about his daydreams, much can be learned about him. He needs to be given privacy where there is no chance of ridicule in discussing his daydreams.

If fantasies are of a constructive nature the teacher and counselor should be helping the child to carry his daydreams into reality by action. For the child's daydreams to become reality, he must attain success and achievement. The teacher and the counselor will need to make sure that the child deals with each activity in at least a partially successful and

satisfying way. The child who daydreams should not be criticised or ridiculed.

"Bullying"

"Bullying" is a type of aggressive behavior that obtains for the "bully" a status position of leadership (according to him). This type of behavior is observed most frequently in boys. The larger, older boys subjugate the smaller, younger boys to their aggression. The child resorts to this means because of the need for recognition and group membership.

This type of aggressive behavior is an overcompensation for failure or threatened failure. A child may behave in this manner because he has been the victim of unjustifiable aggression on the part of some adult. Unable to hit back at this adult the child "bullies" smaller children.

The teacher should not condone this behavior, but should seek to control it. He should recognize that the individual child resorts to this measure because he does not know any other means for achieving the recognition he needs. Some teachers have helped "bullies" by having them help in activities where they meet with success and are accepted by their peers without being physically aggressive.

Attention Seeking

The child who constantly wants to be in the center of the stage in the classroom, attempts to make others laugh, and wants to be conspicious on public occasions usually feels inferior and is unconsciously attempting to compensate for these inferior feelings. The child may be low in mental ability, physically weak, or have some other disability or imagined disability that he is attempting to offset.

Punishing the attention-seeker may only cause him to feel that he has achieved the attention he was seeking. Therefore, he may continue to seek attention in the same way. Understanding the cause of attention-seeking is important to the counselor and the teacher. Together they may help the child to gain attention positively, in some situation.

Taking part in dramatic plays may enable the attention-seeker to achieve the success he is striving for.

Negativism

Disobedience or refusal to comply with authoritative requests is considered one of the most troublesome problems in the classroom. Negativism may be manifested in sullen stubborness, contrariness, and even rebellion against the teacher.

Again, it is important that the cause be discovered and removed. While the source of the behavior is being sought, it may be necessary to isolate the aggressive child during the play periods until constructive measures have been used effectively. Many of the opportunities for successful and effective activities can be provided within the classroom. The teacher or the counselor may be able to direct positively some of the child's agressive tendencies by helping him develop interests and recreational activities. Sports activities within the school or various clubs such as YMCA, Boy Scouts, Cub Scouts, are good possibilities.

Cheating

Cheating is quite often the result of unrealistic goals which have been placed before a child by himself or by adults. The child may cheat in certain situations and not in others. If the child's interest can be focused on the classroom material and work rather than on the grades or rewards of good grades, positive results may be obtained. The child must be accepted by his peers and his parents with the abilities that he has, and must not be forced to attempt what he cannot achieve.

All teachers are models to pupils. The teacher must be honest with her group. If she fails to keep promises, the child will place little value on honesty. The cultural group of the child may accept or even recommend dishonesty. In such cases, the long-range value of honesty will have to be exemplified by the teacher.

A learning situation in which the individual can be honest within himself should be established in the classroom. Children should be motivated toward learning. The child will learn when he sees his efforts in relation to a goal realistic to him rather than one superimposed by adults. The teacher and counselor who observe cheating should ask, Why? Are the goals realistic or unrealistic? Cheating is a symptom. Therefore, when we punish a child for cheating without knowing the cause, we may be re-establishing the pattern of cheating.

Laziness

The elementary school child may have personal problems and so be unable to function productively in the classroom. The resultant behavior is too frequently labeled laziness. Actually, the child may be doing heavy chores at home or may have the responsibility of brothers and sisters. These factors cause the child to be physically tired and unable to work in school.

Another difficulty may arise when a child is not ready for the material that is being introduced. He may not have the background required to understand certain concepts. The teacher can help by relating new materials to those which have already been learned by the class. The work should be commensurate with the ability of the child. Once he no longer has to fight to keep up and become interested, he will become receptive to learning.

Exceptional Children

Exceptional children are defined as those who deviate from the normal to such an extent that they require some special educational provisions and planning in order to benefit fully from their educational experiences. Exceptional children have the same needs as other children. It is important that the exceptional child accept his difference rather than deny it. In order to achieve this successfully, he must be placed in an environment in which he works with other children in terms of likenesses rather than differences.

Helping Individual Children

The teacher who is aware of children's needs and differences shows through her own attitudes that every child in her group has value. She

is aware of the child who has limited ability, but who "swings a mean" baseball bat. She welcomes the contributions that each can make. Each child is unique and important for himself.

An activity program in the classroom enables children of all abilities to contribute to the class. In working on various activities, opportunities are available for the gifted child to write a creative story or poem for the unit. The slow-learner within the same group may trace a picture to go with the story or poem. Each child in the group has an important position.

Problems are often observable in the classroom and on the school grounds. The teacher and counselor are in positions to observe social and academic progress in the child's work and play with others and by himself. Further information about the feelings and reactions of the child can be gained by working with him individually or in small groups. The use of drawings or picture stories are effective at the lower grades. Young children are honest in their expression of their feelings and ideas. One advantage of using picture stories or drawings is that the child will not feel unusually uncomfortable in these situations because picture stories are considered a normal class activity.

Sociometric devices may be used to determine social development in terms of the roles of individual children in group situations.

Anecdotal records and observation notes kept accurately may reveal patterns of behavior. Children's attendance, absence, and truancy reports are further aids to the teacher and to the counselor.

All teachers can promote effective school experiences and progress of students in their classrooms. There are situations that necessitate the assistance of the trained guidance worker, but, even in these situations, the teacher can provide necessary information about the child to the counselor and for herself.

Close co-operation between home and school is necessary so that both parents and teacher may better understand what is being done and what could be done to help the child.

Preventive or developmental guidance is primarily the resposibility of the teacher. "A teacher who effectively integrates guidance with his classroom teaching knows that success in school work is ultimately related to the way a child conceives of himself as a human being, and to the emotional satisfactions he is achieving in his relationships with others."[6]

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[6] Camilla M. Low, "Setting Our Sights," *Guidance in the Curriculum*, 1955 Yearbook, Association for Supervision and Curriculum Development (Washington, D. C.: The Association, A Department of the National Education Association, 1955), p. 23.

Chapter 3

Initiating, Extending, and Staffing the Guidance Program in the Elementary Schools

The elementary level is the opportune time to organize and develop a guidance program designed to fit the needs of the youngsters. Children in grades K-6 or 8 are in the crucial period when behavior patterns are forming and many developments are taking place. Self concepts directly related to self confidence are being developed during these formative years. As a consequence, the elementary grade provide the opportunity through leadership of the principal, the guidance committee, the counselor, and the classroom teacher, to meet this need of youth by initiating, staffing, and developing an adequate guidance program.

Purposes of the Elementary School Guidance Program

The literature of guidance has repeatedly underscored the necessity for every school to formulate its own guidance purposes. General purposes that an elementary school may strive to achieve through its guidance services may well include:

1. Furthering the social and emotional well being of its pupils
2. Meeting pupil needs for self understanding, independence, and self direction
3. Providing a faciltating emotional atmosphere in the school
4. Organizing professional personnel resources of the school and community for pupils
5. Applying diagnostic and therapeutic procedures to pupil problems
6. Integrating the instructional and extra-instructional activities that have value to the pupil.

Initiating and Extending Guidance

Since guidance is a continuous process with unique individuals, it is not possible to establish a uniform model program and expect it to work effectively with every elementary school system. There are no two individuals who are exactly alike; therefore, guidance programs, although similar in many aspects, must be geared to fit a particular school and particular individuals. Thus, the first step in initiating and extending a guidance program is planning the objectives and the activities that can be attained in your school for your pupils. Objectives may differ from school to school, but basically they are predicated on the idea of helping students develop to their maximum potential for their benefit and for society's benefit. Specific objectives should be stated in observable behavioral terms, and it is recommended that they be brought together in a written statement. By so defining your objectives, evaluation of the

program is facilitated. This establishment of objectives will provide consistency and direction for the steps and activities or services included in the program.

Such statements of objectives must be the work, not only of counselors, but of as many members of the staff as are interested and willing to participate.

A second factor essential in initiating guidance services is that of co-operative planning. As guidance services will affect directly many persons in the school and community, these persons should be engaged in the planning and development of the program. Unless the need for guidance is recognized and its specific services understood by those immediately concerned, little can be accomplished. There should be a readiness for guidance developments—not just by the administrator who will be generally responsible for the initial leadership and stimulation—but by teachers, students, staff specialists, parents, and board members.

Many schools have utilized a guidance council or committee representing administrators, teachers, counselors, students, and sometimes parents to serve as a point of origin for specific proposals and plans. Development of objectives, plans, and specific guidance procedures through the active participation of those most immediately concerned is preferred to imposition of a personnel program upon faculty and student body, even when the imposed program is ever so carefully planned.

A third factor in initiating a guidance program in the elementary school is to survey the school to determine the guidance needs of its pupils. Co-operative planning and action must be based on facts. Since no single pattern of guidance will fit all schools, the type of guidance organization and the specific services offered will depend upon the particular needs and characteristics of the pupil population and community. The focus of attention, in the planning and development of specific services or procedures, therefore, should be upon known pupil needs and problems. A determination of the needs of elementary pupils can be secured through the following means: anecdotal records, sociograms, test data, teacher observation, parent-teacher conference, pupil checklists of problems in the upper elementary grades, and teacher checklists of pupil problems and needs.

A fourth essential in initiating a guidance program is to survey the guidance services presently being offered in the school. In every elementary school, teachers and administrators are offering some guidance services. These may be performed incidently and they may not be organized, but they are being conducted. Many schools concerned with extending or bringing their guidance services into an organized pattern have utilized committees of teachers and the following means to survey what is now being offered: (1) submitting questionnaires or checklists to the staff to determine what services they have been giving to pupils and what they would like to be able to do, (2) reviewing the cumulative record system as to type of data being collected and the use of such data, (3) reviewing the testing program and the use made of test results, (4) reviewing and recording a list of community resources

available to the school, and (5) reviewing the educational and occupational information available to elementary youth such as career fiction, biography, and the like.

A fifth essential in initiating or extending the guidance program at the elementary level is the provision of leadership and facilities. If guidance services are to be performed, qualified persons with time, facilities, and materials with which to work must be provided. Professionally prepared full or part-time counselors are needed if professional counseling is to be done. One qualified person should be given responsibility for leadership and for co-ordination of the services. In some elementary schools, this person may have to be the principal, with qualified members of the teaching staff released on a full-time or part-time basis to do individual counseling for assigned groups of pupils. If teacher-counselors are used, attention must be given to their appointment so as to select those who have the personal and professional qualities to perform the counseling function. Too many schools seem to base their selection of teacher-counselors on the premise that the teacher's classroom activity is expendable for that portion of time devoted to counseling activities.

A sixth essential for initiating or extending a guidance program in the elementary school is the development of an organized plan or approach. A planned program having its initial steps at the point of greatest need for that particular school is a fundamental requirement. An attempt to install all guidance services at once may result in diffusion and confusion. No more should be attempted at the start than the school and community are actually ready for, and for which there are staff, time, and materials.

Administering the Guidance Function

The administration of the elementary school guidance program, depending upon size of school, scope of program, may occupy as much as one-half the time of a school counselor. One elementary school counselor reported that his administrative duties included:

> . . . meeting with committees of principals and teachers to formulate objectives and guidance policies, to select tests and materials, and to plan program procedures; arranging for the meeting with groups of teachers and principals to discuss the giving and scoring of tests and the interpretation of test results; discussing a limited number of cases with teachers; consulting with individual children; conferring with principals and parents; making referral to the community resources; and placing those who need special school placement in the proper school setting.[1]

Staffing the Guidance Program

Each elementary school faculty and administration will have to determine whether their school will employ full-time counselors or

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[1] Oren W. Miller, "An Elementary Guidance Program at Work," *The School Counselor*, Washington, D. C., American School Counselor Association, APGA, Vol. 8, No. 1, October, 1960, p. 10.

teacher-counselors, or whether they will expect the teachers and administrators to perform the guidance services in addition to instruction. Nationwide, the trend has increasingly moved toward the employment of full-time counselors or the use of teacher-counselors with a large block of time to perform guidance activities. This trend has persisted despite the shortage of qualified counselors.

The following outline points up some of the duties various staff members perform in an elementary school's guidance program.

Principal or Director of Guidance

As the person who has overall responsibility for the guidance program in the elementary school, the principal or the director of guidance:

1. Exercises general administrative responsibility and supervision over the guidance program, observing its operation, reviewing outcomes, providing leadership and maintaining local policy essential to the effective conduct of a program
2. Organizes the school guidance advisory committee and participates in its activities
3. Guides his staff to statements of guidance objectives, policy, and related practices
4. Reviews plans and program of the counselor in reference to administrative policy for guidance
5. Gives special attention to acceptance of responsibilities by staff members involved in or allied with the guidance program; assists in providing co-ordinative unity in the program
6. Schedules necessary time for counselors and teachers to carry out assigned guidance functions and protects guidance personnel against non-guidance assignment
7. Makes provisions for in-service training.
8. Works with his Parent-Teacher Association and various community agencies for the improvement of guidance work in his school
9. Conducts continuous evaluation, provides required reports, and takes necessary steps for the improvement of the school's guidance program

The Guidance Advisory Committee

The guidance advisory committee, appointed by the principal, is composed of selected teachers, guidance counselor(s), and other staff members. It is augmented at any time by other teachers and specialists needed to confer on individual children. Typically, it is chaired by the principal. Generally this committee:

1. Formulates proposals for developing the guidance program
2. Proposes guidance procedures in line with available facilities
3. Confers on individual and group problems
4. Formulates grade placement and promotion policies
5. Reviews out-of-school influences
6. Promotes use of cumulative records
7. Evaluates the testing program
8. Confers on case or group problems
9. Reports to parents

Counselor

As the catalyst of the guidance program the counselor:

1. Is responsible for individual counseling and interviewing
   (a) Identifies and evaluates the needs and problems of the child
   (b) Appraises the personal characteristics, performance, and achievement of the child
   (c) In addition to counseling pupils on common needs and problems, provides for specialized counseling for maladjusted students, assistance to teachers in working with such students, and referral to school and community specialists when indicated.
2. Conducts special group work for students, evolving from common problems and needs, as an adjunct to individual counseling
3. Consults with teachers
   (a) Provides information about pupils which will help the teacher in planning and conducting her class work
   (b) Helps the teacher in the use of tests and other appraisal techniques
   (c) Helps the teacher to develop and use individual and group guidance techniques
   (d) Helps the teacher to understand the reason for the behavior of a particular pupil and to develop classroom procedures for improving the child's adjustment
   (e) Shares activities with teachers, such as:
      - Orientation of students to new experiences
      - Appraisal of characteristics and potentialities of students
      - Recording of developmental progress of students
      - Liaison with the home, district office, and community groups
      - Referrals
      - Public relations
4. Evaluates the guidance program

Classroom Teacher

The classroom teacher also has guidance responsibilities. She:

1. Observes educational progress; diagnoses instructional difficulties; attempts remedial work, referring children when necessary to the counselor, guidance committee or principal, depending on the school's organization
2. Observes and reports significant information on individual pupils; writes anecdotal or other records
3. Consults with parents
4. Confers with individual pupils about their progress or school adjustment
5. Participates in conferences on pupils she knows, particularly when school or district staff guidance personnel are helping the child also
6. Recognizes and identifies individual needs and problems
7. Creates favorable conditions for learning and maturing through desirable pupil-teacher relationships, understanding herself and pupils, and co-operative planning and producing

8. Recognizes and utilizes the classroom situation as a social experience for the development of favorable attitudes, traits, and dispositions in each pupil
9. Confers with other teachers and with counselors concerning how to aid children with individual difficulties
10. Orients child to the work world through study, field trips, discussions on "What I Want to Be," and checklists involving self-appraisal and plans

Although the teacher-child-counselor relationship is the core of the guidance teamwork in the elementary school, this group does not function alone. Every staff member plays a part, from the principal to the school clerk. The school staff, in turn, works very closely with parents. Through referrals, liaison and co-ordination channels to available pupil personnel specialists and community resources are established. Then, there is feedback to the school in the form of reports, consultation, or interpretation, with emphasis always being on how the child can be helped.

Physical Facilities for Guidance

It is imperative that the personnel who are charged with the conduct of the guidance program be provided adequate physical facilities. Those who must do counseling work with pupils and parents must be able to consult in privacy. Some of the guidelines typically employed are: (1) counselor's office with a minimum of 100 square feet of space, (2) guidance facilities located away from centers of extreme noise, (3) guidance offices separated from administrative offices, (4) guidance offices so located that they are easily accessible to pupils and parents, and (5) facilties equipped and decorated differently from typical classrooms.

Summary

This chapter has emphasized the need for every elementary school to formulate objectives for its guidance program in a definitive statement. Such objectives must be couched in observable behavioral terms. Six essential factors for initiating or extending guidance programs in the elementary school have been discussed briefly and some of the activities of the various staff members have been outlined.

Chapter 4

Guidance Services in Elementary Schools

Elementary school guidance services must be co-ordinated and articulated if they are to be integral parts of the over-all school program. Each of the services that makes up the guidance program has meaning and value for the other services. Each tends to supplement and reinforce the others. One weak or ineffective service will reflect disadvantageously on the others.

Some time during his school career, every elementary pupil will need the services of the guidance program. As he develops scholastically, his development as a person must keep pace. Every elementary pupil needs to learn about himself—his abilities, assets, and limitations—so that he can make a variety of appropriate adjustments (appropriate in the sense that they relate to and have meaning for him) based on this knowledge. The services of the guidance program in the elementary school are based on supplying this need.

Specific guidance functions vary somewhat from school to school and are designated by a variety of terms. Naturally, not all of these functions apply to the elementary school situation. Many textbook authors have used the following five terms in describing the services of the guidance program: (1) *individual analysis or appraisal:* collection of data to acquaint pupils and teachers and counselors with pupil characteristics; (2) *informational service:* furnishing general or basic information to pupils in an organized and continuous way; (3) *counseling:* providing individual assistance to pupils to help them with personal, emotional, and educational and vocational problems; (4) *placement:* pupil placement within the curricula and subjects of the school, and placement outside the school in part-time and full-time jobs; (5) *research and evaluation:* stimulating and directing research that assesses the school's program and implementing the results in a manner that improves the school's services.

The seven services viewed by teachers, counselors, and administrators as part of the guidance program in the elementary school are:

1. orientation
2. testing and other data gathering
3. counseling
4. working with teachers
5. consulting with parents
6. record keeping
7. research-evaluation

These services are outlined and explained briefly in the remainder of this chapter.

Orientation

Careful attention must be given to the transition of pupils from the home to the school, and from the elementary to the junior or senior high school. These points of transition are important psychologically for the pupils moving through them. If careful, systematic plans are not developed for these critical periods, much of the value of the elementary school guidance program will be lost. Pupils and parents often have mistaken or incorrect ideas about school practices and procedures—ideas which can be corrected by a carefully administered orientation and informational program.

Pre-school Orientation

Meetings for parents and pre-school children are often arranged by elementary counselors who believe that guidance must start early in the school career of their pupils. Such meetings provide two-way communication between the school and the parents which both can exchange information and plans.

Pre-school orientation enables the pupil and his parents to visit the school and to become more familiar with its physical facilities. Also, in most orientation programs, the pre-schooler and his parents meet his teacher. Such programs enable the teacher to discuss with the parents the learning activities which will be stressed during the coming year, and enable school personnel to acquire some necessary pertinent information about the pupil and the home.

Some pre-school orientation programs include a series of meetings or study groups for parents. Such study groups usually give the parent an opportunity to study children and to discuss his problems with other parents and with school personnel. They benefit the school by fostering closer contact with the parents.

Letters, bulletins, and school newspapers are often used advantageously in orientation programs as a means of providing common information such as the daily schedule, the length of the school day, pupil activities, and lunch provisions. Such materials provide a supplement to personal contact with parents.

Junior High Orientation

The transition from elementary to junior high school may be as difficult for the pupil as was his initial transition from home to school. In moving from elementary to junior high, the pupil encounters such changes as new physical surroundings, many teachers rather than one, a larger enrollment of pupils, and, in many schools, departmentalization of instruction. Orientation programs to prepare pupils and parents for these changes have been approached in many ways. All too often, they consist simply of visits to the junior high school and the dissemination of school handbooks. Among the many practices the modern school is using to expand the orientation program in meaningful ways are:

1. Elementary and junior high school staff planning sessions
2. General meetings with parents conducted by school staff to familiarize the parents with changes involved in the future school program

3. Visits by selected junior high pupils for talks to elementary pupils
4. The preparation of orientation materials for pupils and parents explaining the "new" school situation
5. The transfer of pupil records
6. Visits by elementary pupils to junior high school buildings, classes, teachers
7. Presentation and discussion of junior high school "life" by elementary teachers in their classrooms

Purposes of Orientation Programs

Orientation programs can be too elaborate and over-organized. The guiding purposes should be to provide:

1. Students with an opportunity to identify with fellow students on the coming school level and to become acquainted with the new school
2. Parents with information on the educational program and personnel
3. School personnel with information about their future pupils

Evaluation of the effectiveness with which the school is achieving these purposes can take place through formally prepared parent and pupil questionnaires, and through formal and informal observations of pupils as they move through the first year of the school program.

An Elementary Orientation Program

The following is a description of the orientation program of the Frank Burtsfield Elementary School, West Lafayette, Indiana:

THE ORIENTATION PROGRAM OF THE FRANK S. BURTSFIELD SCHOOL

West Lafayette, Indiana

by

Albert G. Leep, Principal

The orientation of students is a continuous process in an elementary school. As children progress, innovations are made; and, as problems arise, both student and parents need to give and to receive information in order that the transition from level to level may be smooth.

A brief description of the elements of our elementary orientation program follows:

Spring Kindergarten Registration Preparatory for Fall Entrance. This formal meeting of parents, child and school provides both school and home with necessary information. The school receives information concerning the child's family, health, interests, special problems, and background. The child and parent enter the school, often for the first time; meet a kindergarten teacher and the speech and hearing therapist; have opportunity to ask questions of school personnel; and receive printed materials which summarize the kindergarten curriculum.

Registration of New Students. An informal conference with the school principal is arranged for families moving into the community.

At this time, health and general registration forms are completed and the family receives information pertinent to the time and child's grade level.

August Letter. Prior to the beginning of school, each child is sent a letter containing a calendar of the school year, daily schedule, room assignment, name of teacher, supply list, book rental information, and a statement of welcome. (Parents of kindergarteners also receive a suggested procedure to be followed the first day of school.)

September Open House. The evening before the first day of school, an informal open house provides an opportunity for families to visit the children's assigned rooms and to meet their teachers.

Room Parents Meetings. The teacher and parents of children in each classroom hold two group meetings during each school year to discuss the curriculum as it relates to the particular grade level.

Newsletters. Periodic newsletters serve to inform families of school happenings.

Special Grade Meetings. As the need arises, special meeting of all students of a grade are arranged.

Orientation for Transition to Junior High School. In the second semester of sixth grade, the following procedures are used to impart information regarding junior high school:

1. Junior high students and the school principal visit sixth grade classes to discuss the junior high program.
2. All sixth grade students spend one afternoon visiting the junior high facilities.
3. The final room parents' meeting for each sixth grade group is devoted to a discussion of junior high curriculum conducted by members of the junior high staff.

These procedures are primarily those of the formal orientation program, which is wide in scope and is planned to reach many families simultaneously. However, a vital component of any school program is the individual or incidental orientation which is provided as the situation warrants and reaches only the few who can profit immediately from the information provided.

Testing and Other Data Gathering

This section concerns itself first with the testing service, and then with other data gathering devices used in elementary guidance programs.

The organization, administration, and implementation of the standardized testing program is another service provided by guidance personnel in elementary schools. Their responsibilities in this activity include: selecting appropriate tests and the grade levels at which the tests will be administered; co-ordinating the test schedule; articulating the test program to that of the total school test program; giving instructions for the administration, scoring, and recording of test data; serving as a consultant to groups of teachers and parents in the interpretation and use of test results; preparing class, grade, and school charts of test results; and evaluating the tests in use.

Planning the Testing Program

If the testing program is to have value—that is, if its results are to be used—it must be planned and planned well. The best testing program for any school will be one based on consideration of such factors as the characteristics of the student population, the objectives toward which the school is striving, and the availability of trained personnel to schedule, administer, and interpret the tests. Planning the testing program involves the following considerations:

1. A test committee headed by the school counselor or director of guidance and including teachers who represent each grade and the school administrator must be appointed. Membership in the committee should also be held by counselors or the director of guidance of the junior and/or senior high school. In some schools the advisory guidance committee assumes this role.
2. There should be articulation with the other school levels within the school system. Continuity must prevail in the testing program of elementary and secondary schools to insure adequate longitudinal test performances for each youngster.
3. In selecting tests for the school program, consideration must be given to such criteria as validity, reliability, normative data, and administrative feasibility.[1]
4. Planning must also include an in-service education program for teachers in the use of test data.

Why Test?

The basic purpose of testing at the elementary level, as at any level, is to provide school personnel with samples of student behavior from which can be drawn understandings and knowledge of pupils to plan more appropriate educational experiences with them. Tests are given to provide insight into the needs and differences of pupils within a given classroom, grade or school. They enable school personnel to assess a pupil's readiness for work, to form evaluations of previous learnings, and to identify personal and emotional adjustments.

Other uses and values of the results of standardized testing programs include:

1. They are useful in diagnosing scholastic disabilities.
2. They are the best single criterion to identify bright students or retarded students.
3. They are useful in identifying group variations, similarities, and individual needs.
4. They provide objective data to assess whether a pupil's achievement is commensurate with his ability.
5. Projective techniques in the hands of a clinician may indicate emotional disturbances. Personality inventories may give leads to emotional problems.

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[1] For an understanding of test selection criteria, consult Clifford Froehlich, and Kenneth Hoyt, *Guidance Testing* (Chicago: Science Research Associates, 1959).

What, Where, and When?

The administration of appropriate tests at appropriate levels and the timing and scheduling of such tests are problems that must be worked out by counselors, teachers, and administrators at each elementary school. The educational philosophy and purposes within each school district will condition the uses and placement of tests throughout the grades. For example, if school officials view kindergarten as primarily a pre-academic experience, this will enter into the decision on when to use a readiness test.

Optimally, a guidance program in grades K-8 includes the administration of at least three or four standardized group tests of scholastic ability (perhaps at K, 2, 5, and 7) and five or six standardized group tests of achievement (perhaps yearly beginning with grade 4). The grades selected for testing will vary with the organizational pattern of the school district since tests are more profitably given when pupils can use them for self appraisal, which is encouraged when pupils have certain decisions to make.

Some Cautions

Standardized tests are of value in the guidance of the pupil in that they yield information which will help teachers, counselors, and administrators make decisions about the school program for each pupil as he progresses through school. However, some of the cautions which must be borne in mind as one applies test data are:

1. Results of one test should never be considered conclusive evidence of a pupil's ability or achievement; it is preferable to have two or more samples of test performances.
2. Some tests—projective techniques, individual intelligence, diagnostic tests—require clinical or extensive training and experience in their administration and interpretation.
3. Teachers who administer tests must establish good working relationships with the group and must adhere to the directions for giving the test if the test is to be a valid and reliable sample of the student's behavior.
4. Individual tests generally give a better indication of the pupil's behavior than group tests. Group tests give a general picture useful as a guide for planning for a group of students.

Consult Source Materials

Some basic sources that those responsible for planning and conducting testing programs may consult include:

Anastasia, Anne. *Psychological Testing*. New York: MacMillian, 1954.

Buros, O. K. *Fifth Mental Measurements Yearbook*. Highland Park, New Jersey. Graphon Press, 1959.

Cronbach, Lee J. *Essentials of Psychological Testing*. New York: Harper Brothers, 1960.

Froelich, Clifford, and Hoyt, Kenneth. *Guidance Testing*. Chicago: Science Research Associates, 1959.

Other Data Gathering Techniques

A number of other data gathering devices are available and useful to the elementary school counselor. These include sociometrics, sociodrama, and autobiography.

Sociometrics.

Sociometrics—the measurement or assessment of social relationships in the school—is used quite frequently. The sociometric procedures devised by Moreno[2] and Jennings[3] are best known for discovering social relationships in the classroom and then charting them on a sociogram. Briefly, the sociometric techniques typically asks a question such as, "Which three members of your class would you like to have on a committee (or a study project) with you?" After obtaining the results from such questions, they are then plotted or charted on a sociogram.

The basic uses of sociometrics include:

1. Identifying the subgroups within the classroom so that instruction may be more intelligently planned and directed.
2. Identifying the "stars" or leaders of the class and subgroups—those pupils clustered around such persons may or may not be thwarted in participating in learning activities; hence, identifying the leaders and "winning them over" is a necessary first step in insuring learning activities for all members of the group.
3. Identifying the isolate (person not chosen by others) to begin the process of improving his interpersonal relationships.

The Autobiography.

For elementary pupils in the fifth grade and above, the autobiography has often been used as a data gathering device. As such, the autobiography has certain advantages: simplicity of administration, inexpensiveness in terms of cost, provision of longitudinal data when collected over the elementary and secondary years, and provision of information not supplied by other devices. Autobiographies vary from the highly structured (specific items to write about are given) to the unstructured type. Researchers have tended to find that the unstructured autobiography enables the writer to express more of his feelings and attitudes, while the structured approach usually yields more educational information. In the elementary years, when pupils are less able to express themselves in abstract concepts, a structured autobiography seems to be more practical.

Froehlich and Hoyt[4] present a very succinct discussion of the guidelines for writing and interpreting autobiographies.

Role Playing.

Sociodrama is a useful technique for the solution or partial solution of classroom problems which arise in such areas as discipline, play-

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[2] J. L. Moreno, *Who Shall Survive?* (New York: Beacon House, 1934).

[3] Helen Jennings, *Sociometry in Group Relations* (Washington: American Council on Education, 1948).

[4] Froehlich and Hoyt, *op cit.*, pp. 13.

ground conduct, self conceptions, family problems, and other personal-emotional conflicts. In using role playing techniques, members of the class are chosen to act out the problem. Sometimes both right and wrong ways for doing things are acted out. The value of role playing is that the persons involved gain empathy with the role and an understanding of the nature of the problem involved. A valuable source book for elementary teachers and counselors in the use of sociodrama is Shaftel and Shaftel.[5]

Additional Techniques.

Other devices useful in collecting information at the elementary school level include films, slides, and recordings; commercially available inventories such as the *SRA Junior Inventory* and the *Mooney Problem Check List;* cartoons; pictures; and incompleted sentences and stories. For a discussion of these techniques, consult Barr.[6]

Counseling

Counseling is one of the most significant services provided by the guidance program. Counseling—the face-to-face, one-to-one situation wherein a professional worker aids a person with a problem to verbalize his understandings, feelings, emotions, and to develop plans to alleviate or remove the problem—is a unique and necessary service in our schools. There is some evidence that elementary and secondary teachers have different conceptions as to which students are most in need of counseling. Elementary teachers, according to Riccio and Wehmeyer, see counseling services as a "means to rehabilitating the deficient" while secondary teachers recommend counseling services of an intensive nature "for students who have academic difficulties."[7] Neither group of teachers saw counseling as a developmental service designed to bring out the maximum potential of all students.

In another paper, Riccio and Maguire[8] point out that elementary pupils differ considerably from secondary pupils in their psychological point of view. They state that the focus of psychological efforts at the elementary level is primarily related to making the young child feel secure in non-familial society, whereas the junior high school level is concerned with self expression and exploration, and the senior high school level with the development of heterosexual relationships.

The work of the counselor and teacher in the elementary school is that of assisting the child in his developmental tasks. Havighurst[9]

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[5] George and Fannie Shaftel, *Role Playing the Problem Story* (New York: The National Conference of Christians and Jews, 1952).

[6] John A. Barr, *The Elementary Teacher and Guidance* (New York: Henry Holt and Company, 1958), pp. 144-185.

[7] Anthony Riccio and Donald J. Wehmeyer, "Guidance Services Recommended by Public and Parochial School Teachers," *Educational Research Bulletin,* (January 11, 1961).

[8] Anthony Riccio and Joseph H. Maguire, "Interdependence of Guidance Services at the Various Levels," (Paper presented to the Northern Indiana Branch of the APGA), South Bend, Ind., Nov., 1960.

[9] Robert J. Havighurst, *Human Development and Education* (New York: Longman's Green, and Company, Inc., 1953).

groups these developmental tasks into three general areas: those brought about by physical maturation; those concerned with the pressures exerted by the cultural processes; those involving the values and aspirations of the emerging personality. As Riccio and Maguire state: "Although the school counselor can do little about the first of these three sources of developmental tasks, he most certainly can aid the student to interpret the cultural milieu and to acquire a realistic level of aspiration, and, in so doing, eventually achieve new levels of excellence in daily behavior."[10]

The concern of individual counseling services in elementary schools is to aid the pupil in the following areas:

1. *Achieving self understanding.* The need for self knowledge among all youth is evident. This search for a sense of identity—to know who they are and what they want to be—is most important if our pupils are to become productive persons.
2. *Learning to deal with the complicated inter-personal relationships of their lives.* Through individual counseling, elementary pupils can learn how to approach more thoughtfully and skillfully the inter-personal relationships in which they are involved. They can learn the why, how, and what of their attitudes and reactions to inter-personal situation and to the people in them. In the safe and facilitating counseling relationship, elementary pupils can realize and understand the need for a sense of intimacy. They will learn how to relate to others.
3. *Attaining appropriate academic achievement.* The counseling process enables the pupil to explore fully his ability and the responsibility that goes with it. Such an understanding and acceptance is necessary for the pupil to attain appropriate academic achievement.
4. *Alleviating special personal or emotional problems.* Elementary boys and girls have many special personal and emotional problems for which they need assistance. Problems, such as feeling a lack of confidence, being shy, worrying often and easily, achieving independence from their parents, and daydreaming excessively, often arise. The elementary school counselor, in helping pupils to find ways to handle a single aspect of a problem, may point the way to the solution of a larger problem.

The Counseling Relationship

In actual practice, periodic, regularly scheduled counseling interviews between elementary pupils and the counselor have been found to be useful. Such counseling sessions do not preclude those informal and spontaneous contacts between teachers and pupils. Whenever counseling interviews are conducted, a definite time and place for them should be established, the pupil's records should be examined and reviewed by the counselor and the purpose of a tentative goal for the particular interview should be determined.

The relationship between the counselor and pupil is most important. The pupil must (1) feel relaxed or at ease in the relationship, (2) feel

[10] Riccio and Maguire, *op. cit.*

free to discuss the topic of the interview, (3) identify, appraise, and understand his problem/s and its cause/s, and (4) determine a course of action to follow. The counselor through his attitudes and actions (1) listens emphatically, (2) encourages the pupil to speak freely and without fear, (3) relates to the needs of the pupil, (4) notes changes in the pupil, (5) helps him to identify, appraise and diagnose his problem, and (6) assists in the formulation of a plan of action.

Working with Teachers

The importance of the teacher's role in guidance is recognized and has been stated too many times to require reiteration here. Elementary teachers will participate in guidance work to the extent that they know how to carry on such work, but in many cases the teacher may lack the time, skills, specialized knowledge, or attitudes necessary for effective guidance. In such cases, she can help her students best by working with the school counselor. The role of the elementary school counselor in relation to teachers is not seen as one of telling them what to do or directing them; rather, it is viewed as one of working with them. The school counselor can give teachers opportunities for trying out techniques or skills. He can serve as a reinforcement and as a resource person for the elementary teacher. His training, viewpoints, and skills should be used by the teacher to help her find answers to questions concerning the physical and mental well-being of her pupils.

In a report[11] to the North Central regional meeting of the National Association of Guidance Supervisors and Counselor Trainers conducted at Purdue University in January, 1961, Reynold Erickson, Nebraska State Department of Education, stated that A. G. Lewis, of the Minneapolis Public Schools, found that elementary teachers wanted counselors to help them in the following eight ways:

1. I want a person to help me with classroom problems on which I need help.
2. I want one to help me with the solution of my problems rather than give me a diagnosis of my problem.
3. I want one to help me solve my problems within my classroom setting (as much as possible) rather than to take my problem from my classroom
4. I want one who may give me ideas on new techniques of teaching, but not one who would do them for me.
5. I want one to give me advice in my relations with my fellow staff members if I need it.
6. I want one who would be a member of our staff—not an assistant to the administrative staff.
7. I want one to be a member of a team.
8. I want one whose personality traits are outstanding.

Some of the ways counselors can help teachers include: (1) providing suggestions for guidance in the classroom, (2) giving talks to

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[11] State of Minnesota, Department of Education, "Elementary School Guidance in Minnesota," (Mimeographed).

pupils in the classroom, (3) getting to the cause of children's problems rather than treating symptoms, (4) feeding back to the teacher more information about the counselors' work with children referred from their classes, and (5) providing more information concerning the counseling program.

Together, the teacher and the counselor work toward prevention of failure of adjustment or maladjustment of pupils by:

1. Developing a program of activities wherein all pupils will make some discernable achievement and will become an integral member of a group.
2. Enabling all pupils to go to an understanding person in an atmosphere of confidence with no fear of criticism, rebuff, or retaliation.

The school counselor assists the teacher in the following ways:

1. *Gathering, organizing, and synthesizing information about students needing help.* He performs this service by using the results of individual and group tests, by conducting student and parent interviews, by studying school records, by observations, and by consulting with the teacher.
2. *Interpreting such information so that solutions may be worked out for individual pupils.* Data are gathered and organized so that diagnosis and treatment can be provided.
3. *Knowing the referral agencies and program both in and outside of the school.* The school counselor will have first-hand knowledge and close personal relations with those school and community services, and can assist in preparing the pupil for referral and effecting the referral.
4. *Providing inservice training for teachers in the area of psychological services and understanding of children.* Such a service will stress the strengths and limitations of personnel as well as the services they provide.

Consulting with Parents

Many studies and authorities have pointed out that a number of elementary pupils' problems are closely bound up in the learning process, and that these problems may result from conditions in the home. Thus, it is necessary for the school counselor to work closely with parents to secure their co-operation and aid in helping the child. Because of his training and experiences, the elementary school counselor is well equipped to consult with parents. He can furnish them with information of value in providing for and understanding their child. From his contacts with parents, his insights into the child and his problems will be keener.

Almost all parents have a real concern and interest in their children. They are guided by a desire to do what is best for them. When problems do arise and the child's school performance suffers, his performance at home also suffers and the situation quite often becomes observable to his parents. Problems that originate in the home often come from

psychological pressures and feelings exerted, sometimes unconsciously, by parents. Many parents will seek the counselor's advice and will welcome his suggestions.

Common causes of problems found among elementary pupils that are often attributable to the home include extreme pressures and tensions to achieve, anxieties about relationships with parents and siblings, overdependence, parental apathy and disinterest, inadequate time and attention to the children's needs, and conflicts caused by parents' refusal to permit participation in certain school activities such as physical and health activities.

Counselor-parent conferences are quite often conducted for the following purposes:

1. To determine causes and ways of remedying a pupil's problem
2. To enable the counselor and the parent to evaluate the progress and achievement of a pupil and to plan together for his continued growth
3. To aid parents in their appraisal and understanding of a child
4. To enable the counselor and the school to understand better the environment of the child
5. To plan for the use of special resources for the child such as placement in a remedial program or a special program or to facilitate referral to a psychologist, psychiatrist, or a community agency
6. To interpret the school's program to parents

Consulting with parents requires perception, skill, the ability to listen, a knowledge of information about the pupil, and a real desire to assist the pupil and his family. The counselor can render a valuable professional service to the school if he plans, conducts, and follows through his consultations with parents. Elementary pupils have an urgent need of parental support and understanding. Counselors must establish effective working relationships with parents—they need to meet them on common grounds and with sharing attitudes. Increasingly, schools are extending their parent contacts and consultations.

Maintenance of Pupil Records

One commonly over-looked and under-rated service of elementary school counselors is that of maintaining an adequate and useful set of records for each pupil. Educational planning and policy formation make indispensable the maintenance and use of pupil records. Growing awareness of individual differences and the need to base the child's educational experiences upon his needs and developmental levels have spurred the search for more efficient methods of record keeping.

On the day of the pupil's first contact with the school, school officials begin to record data that can be used in better understanding of, and providing for, the pupil. Each pupil has an individual record of achievement, growth, weaknesses, and difficulties, that, when recorded year by year, enables teachers, counselors, and administrators to do a more effective job of educating the child. It is from these records that

school officials gather information upon which to base judgments. School records are also extremely useful to the counselor and others in the school when such personnel confer with parents, and in contacting and referring pupils to community agencies and organizations. Records which provide longitudinal and cross sectional information are of great value in the conduct of case studies and research problems or studies in the school, as well as in understanding individual pupils.

Many educators question the use of teacher time for the clerical operations required to establish and maintain good records, but few question the value of well maintained pupil records.

Cumulative Records

Cumulative records are the basic records maintained by the school for all individuals within the school. If well constructed and maintained, they contain much pertinent information. The selection of content of the cumulative record depends in part upon the form used, but mainly upon the needs of the school district. Items typically found in cumulative records include:

1. *Identifying data:* name, address, birth date, sex, race, portraits, school registration date
2. *Home and family background:* birthplace, siblings, others in the home, language spoken in home, occupations of parents, socio-economic ratings of home
3. *Physical condition:* record of childhood illnesses, physical disabilities, dental, vision and hearing examinations, height and weight histories, inoculations
4. *Attendance:* schools attended and a cumulative attendance record
5. *Test data:* recordings of results of all scholastic aptitude, achievement and other standardized tests
6. *Social and emotional data:* attitudes toward others and self, acceptance by others, work habits, special interests and hobbies
7. *School achievement:* subjects the pupil has taken and the grades he has received
8. *Referral data:* records of referrals made, teachers' observations and comments

Other Records

Other records maintained and used by the school include more detailed health records, the counselor's notes of counseling sessions with pupils, observations and anecdotal reports, more detailed attendance and discipline records, etc.

Research and Evaluation

The school counselor will be responsible for conducting evaluative studies of the guidance program. He and the other school officials will need such studies to serve as guidelines for revising and adjusting the program. If they are to plan ahead, they will need to know the results of such services, which constitute a sound basis for effective evaluation.

Whenever a counselor sets out to evaluate the guidance program, he encounters several difficulties. For one thing, should the criterion of success of the program be that of pupil satisfaction or that of pupil adjustment? Some counselors believe the best evidence of the value of the guidance program is what the pupils think about it. Tyler[12] points out that, as a rule, in rating the worthwhileness of the total program, from 80 to 90 per cent of those sending in questionnaire replies report full or partial satisfaction with the service. Other counselors point out that social convention could well cause pupils to report favorably, and that adjustment is the best test of a good guidance program. To determine adjustment, they use such objective and statistical evidence as decline in drop-outs, changes in school marks, numbers of subjects dropped or changed, etc. Or, they have some objective observer rate the degree of adjustment achieved by individual pupils.

Another problem for the counselor in evaluating his program is that of securing an adequate control group. Even if he matches his control group to his experimental students by age, IQ, home and social background, he still has a problem in that those who come for counseling (experimental group are motivated to seek counseling and are different from the control group) have a different motivation than those students who have not (control group).

Evaluation is also complicated by the lack of objective and specific criteria in the areas of human relations and equation. Also, so many factors, such as the home and the community affect the adjustment of the pupil that it is difficult to assess just what part the school's guidance program has played.

Commonly, the school counselor tries to evaluate such things as:

1. Were there any noticeable changes in pupil behavior?
2. Has underachievement been reduced?
3. Is there a relaxed atmosphere in the school and in the classroom?
4. Do students have knowledge of such things as requirements for jobs, colleges?
5. Do parents have some knowledge of the school's program?

Any school which offers guidance services to its student body should recognize that it can render a valuable service to research even though it may not actively carry on a formal program of experimentation. Following are some suggestions:

1. Compare groups on the basis of standardized test results and identifying changes over long periods of time
2. Obtain longitudinal data on students including follow-up data for students who have availed themselves of the guidance services
3. Compare before and after attitudes toward guidance of teachers involved in an inservice training program

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[12] Leona Tyler, *The Work of the Counselor* (New York: Appleton-Century Crofts, 1953), p. 276.

4. Improve the efficiency of the school's filing system by determining what data are available for each student and the location and use of these data
5. Compare procedures used by different personnel

Chapter 5

Three Typical Guidance Programs in Indiana Elementary Schools

The following outlines of guidance activities being conducted in three Indiana Elementary school districts are presented to indicate typical developmental stages for such programs. The three persons reporting the programs have pointed out that plans are being considered for the extension of their programs.

Guidance Activities in the New Albany-Floyd County Elementary Schools

by

Robert Byrn, Administrative Assistant to the Superintendent

Pre-school

Guidance starts with the pre-school enrollment each spring. A team of school staff members, assisted by Parent-Teacher Association mothers, welcomes and interviews the prospective first grader and his parents. This team of school staff members includes the principal, a classroom teacher, a nurse, a speech and hearing therapist, and a supervisor. The cumulative record folder starts at this time with the recording of pertinent information on the permanent record and health cards. The parent receives a brochure which outlines the school program and answers general questions. In addition, a parent may arrange for additional interviews or visits if she desires.

Cumulative Record

From the time the child enters school, each classroom teacher keeps the child's individual cumulative record folder up to date. This helps the teacher to plan her instruction to fit individual differences of pupils in her class. A number of resource personnel is provided to help the teacher guide the pupil. They are the principal, supervisor, remedial reading teacher, specialists, nurse, speech correctionist, and attendance officers.

The cumulative record folder contains a salmon colored permanent record and yellow health card as well as test folders, reading records, and other materials. These cards are each 8½" x 11" and were designed by a committee of teachers, principals, and supervisors. The size was chosen to fit a standard file folder and cabinet. The card easily reproduces on a copying machine and a copy can be mailed to another school if requested when a pupil moves. One side of the card has space for name, birth date, photograph, home information, attendance, and teacher's marks by subject, while the reverse side contains the psychometric data, personal traits, extra curricular activities, and remarks.

Principal

Each elementary principal is a full time administrator in his building in the New Albany-Floyd County Schools and assumes an important role in all guidance services. He counsels and guides the teacher in all guidance activities, including the administering and interpreting of tests, checking the cumulative record, scheduling staff meetings to discuss guidance topics, utilizing additional resource personnel, and arranging parent-teacher conferences.

Testing

The centralized testing program has been in operation since 1947 and is co-ordinated from the school administration building. Here a test scoring machine, with competent clerical help, is available for processing separate answer sheet tests which are used in the fifth and sixth grades. Standardized, as well as teacher-made separate answer sheet tests, may be scored on the machine. It is easy to operate, fast, and accurate. In addition, it relieves the classroom teacher of the task of scoring tests. Consumable booklet tests are used in grades one through four, since pupil maturity makes the use of separate answer sheet tests questionable.

At present the standardized testing program in grades one through six is as follows:

Grade one
Fall: *Metropolitan Reading Readiness*
Spring: *Metropolitan Achievement*

Grade two
Fall: none
Spring: *Metropolitan Achievement*

Grade three
Fall: *California Test of Mental Maturity Primary*
Spring: *Metropolitan Achievement*

Grade four
Fall: none
Spring: *Metropolitan Achievement*

Grade five
Fall: *California Mental Maturity, Elem.* Separate Answer Sheet
Spring: *Stanford Achievement*—Partial Battery, Separate Answer Sheet

Grade six
Fall: none
Spring: *Stanford Achievement*—Partial Battery, Separate Answer Sheet

Individual *Stanford Binet* tests are administered upon referral by teacher and principal. Classroom teachers are encouraged to review and experiment with tests and guidance materials. The remedial reading teacher, as well as many classroom teachers, frequently uses special tests as the situation demands.

Transition to Junior High

Each spring, as the pupil nears the end of his elementary schooling in the sixth grade, the teacher, principal, and junior high staff prepare for his smooth transition from elementary to junior high school. The junior high principal and counselor visit the sixth grade classroom to describe the junior high program and distribute material. Later, each pupil visits the junior high school on a scheduled day. At this time, he attends various classes and eats lunch in the cafeteria. School staff members and student guides acquaint the visiting sixth graders with details of the junior high school, paving the way for transfer to the seventh grade.

New Castle-Henry Township School Corporation
Guidance in the Elementary Schools

by

Merrill Dailey, City Director of Guidance

A good guidance program is highly integrated with all teaching. A good guidance program is planned and organized. It utilizes a broad range of information, special service personnel, and adequate time and space in which to work with individuals and groups within the context of the classroom and outside the classroom. The focus of its concern at the elementary level is upon ways of working, getting along with others, and setting appropriate goals.

The following guidance services are currently provided in the elementary schools of the New Castle-Henry Township School Corporation.

Our cumulative folder provides for a continuity of records which in turn makes possible continuous evaluation and planning. While the teacher remains the primary source of information for the records, the special staff working with the teachers in our elementary schools provide significant developmental information.

Records and Reports

1. Cumulative folders
2. Reports to parents other than report cards
3. Report cards
4. Written reports, 6th grade to junior high
5. Pre-school registration cards
6. Reports from teacher to teacher

The development of a sound testing program is another aspect of effective pupil study. The director of guidance acts as a consultant in the development of the program; provides in-service training for teachers; assists in the interpretation of test results; participates in the administration of the special testing program; and serves as a resource person in the optional testing program.

Testing

1. Readiness, grade 1
2. Scholastic aptitude, grades 2 and 6
3. Achievement, grades 3, 4, 5, 6

4. *Seashore Music Aptitude Test*, grade 4
5. Health
   a. vision, grades 1 and 4
   b. hearing, grades 1 and 4
6. Individual testing, all grades on referral basis
   a. Special *(Stanford Binet)*
   b. Reading

Counseling

At present, available counseling time for elementary referrals is limited, as the Director of Guidance and a part-time counselor are the only people serving elementary students with released time for counseling. The early identification of children with special needs because of superior mental ability, specific talents, emotional problems, mental retardation or physical handicaps calls for greater emphasis upon techniques of observation and screening. The counseling assistance that is provided is usually accomplished in one or more of the following ways:

1. Working with students referred by the classroom teachers
2. Scheduling pupil conferences
3. Scheduling parent conferences
4. Making home visits
5. Preparing case studies
6. Assisting in standardized test interpretation
7. Administering and interpreting special testing
8. Seeking the assistance of other special staff personnel
9. Making referrals to other sources outside the public school structure

The Teacher

The elementary school teacher is in a good position to know the pupil's physical, mental, and emotional strengths and weaknesses. More than the teacher at any higher level, she is likely to be familiar with the whole pupil, in all aspects of his personality. In schools where classes are very large, however, the elementary teacher may find it difficult to gain a close acquaintance with every pupil in her class. Yet, she should continue her efforts to do so.

Pupil Placement

1. Self contained classrooms are provided so that the teacher may know and work with the "whole child."
2. There is ability or interest grouping in the classroom or school for optimum development.

Responsibility for guidance services is shared by all who come in contact with the pupil. The principal is responsible for policies, organization, and leadership. The director of guidance and part-time counselor also assist teachers in such areas as test administration and interpretation, case studies, and referrals. Other specialists who work with the classroom teacher may be the elementary supervisor, the attendance officer, the school nurse and doctor, the speech teacher, and the librarian.

Staff Utilization

Those who participate in the guidance services are:

1. The classroom teachers
   a. schedule pupil conferences
   b. schedule parent conferences
   c. make home visits
2. Director of guidance
3. Supervising building principals
4. Special staff personnel

Guidance must be related to the functional curriculum to meet the child's needs. The guidance point of view must prevade the thinking of all personnel of the school and will be expressed in attitudes toward children, emphasis on growth and development, and evidence of sound mental health practices.

Curriculum Materials and Program

1. Text books
2. Manuals and guides
3. Audio visual materials
4. State Department of Public Instruction bulletins
5. Library facilities
6. Supplementary materials in the classroom
7. Enrichment according to ability and interest
8. Integrated program crossing subject matter lines and including character building
9. Citizenship development through teaching a feeling of responsibility and encouragement of self discipline

Elementary Guidance Committee
Recommendations to Board of Education
April 1960

Records and Reports

1. Provide on the cumulative folder space to enter information about the student's community environment, home background, problems and the teacher's opinions of his character, including strong and weak points.
2. Re-evaluate the elementary report card to parents to clarify the meaning of letter grades—A, B, C, D, and F.

Testing

1. Continuous effort should be made to make intelligent use of test data by teachers, students, and parents through the use of building studies, panel discussions, parent conferences, simplified summaries, and test data guidance sheets.
2. In discussing test data with parents, we recommend that terms such as below average, average and above average be used. We believe no specific I.Q. scores should be given.
3. Additional time should be given to teachers to analyze achievement tests.

Counseling

1. A long-range program calls for a specially-trained elementary counselor to help give staff assistance with follow-up study, home visits, and special service for the pupil with serious personal and social adjustment problems among our thirty-five hundred elementary pupils.
2. Work toward additional facilities to meet the needs of the exceptional child (children with mental, physical, emotional, and social problems—or those who are gifted).
3. In future building programs, provide special rooms for: conferences, nurse and other health specialists, counseling staff, and professional library. In present buildings, as space becomes available, set up permanent rooms for the above purposes.

Pupil Placement

1. Every effort should be made to limit the elementary classroom enrollment to 25 pupils; thus, individual attention and recognition could be given to each child. A desirable group process may be facilitated in developing social and character training.
2. Establish plans for required kindergarten experience before first grade entrance.

Staff Utilization

1. Employ full-time clerks for Wilbur Wright and Henry Schools. In all other elementary schools, hire clerical help on a half-day basis each day to release principals and teachers from routine clerical duties.
   Clerical Duties
   a. Contacting parents by phone when cause of absence has not been reported
   b. Keeping resource files up to date
   c. Typing and duplicating work for the building
   d. Helping with scoring standardized tests
   e. Assisting with attendance records and making referrals to city attendance officer
   f. Typing state reports
   g. Keeping cumulative folders up to date
   h. General secretarial work for principal
2. Employ full-time principals in each building (one principal per building).
3. Encourage teachers in all buildings to set up definite home visit dates during the first month of each school year with parents of primary children. School time will be provided for teachers to make these visits by: (a) one-half day dismissals or (b) hiring substitute where transportation prohibits one-half day dismissal.

Curriculum Materials and Content

1. School materials, work samples, report cards, cumulative folders, test sheets, and grade level standards guides should be utilized by all intermediate teachers in their parent conferences. Exact conference dates would be worked out by individual buildings on school time with substitute teachers hired when necessary.
2. Every staff member should place strong emphasis on curriculum content and classroom organization, which will provide a learning environment and emotional climate for the promotion of good human relationships, scientific attitudes, and skill in group processes.

The current concept of guidance is that it concerns itself with objectives of self-realization, human relationships, economic efficiency, civic responsibility, motivation, and values. Guidance services developed under today's concepts must be designed for every pupil, continuous throughout the school experience as an integral part of the total educational program. Elementary as well as secondary school guidance shares the objectives of education in a democracy.

Guidance in the Elementary School, Fort Wayne
by
Dayton Musselman
Director of Guidance

Leadership in guidance is vested in a team consisting of elementary supervisors, psychologists, school social workers, and guidance supervisors on a city-wide basis.

The primary concern in guidance is with teachers in an on-going program that helps them:

1. Accept and understand all children
2. Plan to meet the needs of the children in their classes
3. Increase their skills in reporting and communicating with parents
4. Develop their own mental health to optimum levels

On a city-wide basis, this team provides leadership in:

1. Developing a diagnostic program
2. Developing efficient records and their effective use
3. Promoting community programs of general parent education
4. Organizing special services for children whose needs cannot be met in the regular classroom
5. Developing within the curricula defined areas of educational, recreational, vocational, and health guidance

The objective of these efforts is to achieve a more common understanding among teachers so that they may better fulfill the guidance function. Of almost equal importance is the development of a climate within the community and an understanding among parents which increases receptivity to the best instruction and guidance.

These specialists also perform services with individual teachers and pupils on a case work basis. These services include:

1. Consultation with individual teachers about specific pupils
2. Individual diagnostic work
3. Case conferences involving several school and community agency personnel
4. Conferences with parents when needed, including home visits
5. Counseling with individual pupils

Guidance is the process of aiding individuals in making choices, plans, and adjustments and in understanding more effective self-direction in school. Guidance involves the more personal, social, voluntary, and volitional aspects of a pupil's life. Guidance permeates every aspect of the school program, but can be defined, organized, and planned. Three broad areas defined within and in addition to the regular instructional program are (1) analysis and appraisal, (2) group guidance, and (3) counseling.

Appraisal activities are carried on under the following general principles:

1. The basic purpose of analysis is to enable the pupil to understand his own capacities, status, and progress as a means toward more effective self-direction and self-purposing.
2. Parents have a right to share in the appraisal process.
3. Information about a child, whether a test score or a biographical fact, must be handled with professional judgment which respects the dignity and privacy of the person.
4. Information must be interpreted or communicated to pupils and parents in terms which have meaning to them.
5. Emotional fears and other blocks to understanding and/or acceptance must be removed by skillful counseling with pupils and parents.
6. Each child must be helped to retain or develop an on-going, affirmative attitude about himself and his future.

Guidance in groups is provided in the form of information regarding school policies, vocational preparation, personal-social development, and other areas which will help pupils make decisions more wisely.

Counseling provides individual attention to pupils at certain transitional points in their educational development, when inconsistencies in their development become obvious, and/or when the pupil requests consultation. In counseling, an experienced and trained person assists the pupil in understanding himself and his opportunities, in making decisions in the light of this understanding, in accepting responsibility for his choices, and in following through an appropriate course of action.

The elementary school guidance program in Fort Wayne provides for team leadership in developing effective teacher participation in the guidance function, and an integrated program in which and with which they may operate. The object is the placement of each child in a propitious learning situation and the focusing of such helps as are necessary for him to obtain maximum growth from his school experience.

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